U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [X] Charter [X] Title I [] Magnet [] Choice

Name of Principal: Mr. Joaquin Hernandez

Official School Name: Hawthorne Math and Science Academy High

School Mailing Address:
4467 West Broadway
Hawthorne, CA 90250-3819

County: Los Angeles State School Code Number*: 19-64592-100354

Telephone: (310) 973-8620 Fax: (310) 973-8167

Web site/URL: www.hawthorneMSA.org E-mail: jhernandez@hawthorne.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Donald R. Carrington

District Name: Hawthorne School District Tel: (310) 676-2276

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Cristina Chiappe

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

7	Elementary schools (includes K-8)
3	Middle/Junior high schools
1	High schools
	K-12 schools
11	**TOTAL**

2. District Per Pupil Expenditure: 8476

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[X] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**6**			0
K			0	**7**			0
1			0	**8**			0
2			0	**9**	87	96	183
3			0	**10**	70	99	169
4			0	**11**	65	78	143
5			0	**12**	50	68	118
		TOTAL STUDENTS IN THE APPLYING SCHOOL					613

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
7 %	Asian
12 %	Black or African American
73 %	Hispanic or Latino
1 %	Native Hawaiian or Other Pacific Islander
3 %	White
3 %	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	1
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1.	581
(5)	Total transferred students in row (3) divided by total students in row (4).	0.046
(6)	Amount in row (5) multiplied by 100.	4.647

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 24

Number of languages represented: 3

Specify languages: Spanish, Arabic, Hindu

9. Students eligible for free/reduced-priced meals: 86 %

Total number students who qualify: 526

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

NSLP

10. Students receiving special education services: 1 %

Total Number of Students Served: 7

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism		Orthopedic Impairment
	Deafness		Other Health Impaired
	Deaf-Blindness		Specific Learning Disability
	Emotional Disturbance		Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
	Mental Retardation		Visual Impairment Including Blindness
	Multiple Disabilities		Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	
Classroom teachers	24	
Special resource teachers/specialists		1
Paraprofessionals		
Support staff	1	1
Total number	27	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **26 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	98%	97%	98%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	1%	2%	1%	1%	1%
Student dropout rate	1%	1%	0%	0%	0%

Please provide all explanations below.

In 2008 -2009, HMSA had 24 teachers and one teacher was a non-reelect and one long term sub (computers).

In 2007 - 2008, HMSA had 24 teachers and one was a non-reelect, two resigned (moved, new schools out of area) and one retired.

In 2006 - 2007, HMSA had 23 teachers and two resigned (both for administrative positions).

In 2005 - 2006, HMSA had 17 teachers and one was a non re-elect and another resigned (moved out of state).

In 2004 - 2005, HMSA had 11 teachers and one was a non re-elect.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	106	
Enrolled in a 4-year college or university	36	%
Enrolled in a community college	55	%
Enrolled in vocational training	2	%
Found employment		%
Military service	3	%
Other (travel, staying home, etc.)		%
Unknown	4	%
Total	**100**	%

PART III - SUMMARY

The Hawthorne Mathematics & Science Academy (HMSA) is a locally funded charter high school in the Hawthorne School District. HMSA was chartered by the district to provide a choice for its matriculating 9th grade students seeking a college preparatory high school experience in a small school environment. HMSA opened in the fall of 2003 with a 150 freshmen in the corner of an elementary school that was being remodeled. HMSA now serves 596 students in grades nine through twelve in three buildings on the site of a former Masonic Temple.

The community's perception is that only high achieving students apply to HMSA, but that is far from reality. As a dependent public charter, HMSA is required to accept any student who applies as long as there is space available. Consequently, our students come from diverse academic and socioeconomic backgrounds. The majority of HMSA students reside within the district boundaries and have attended elementary and middle schools in the district. The rest of the students come from a variety of neighboring districts and from public, private and charter schools.

As a result of the culture of high expectations, no excuses, and college readiness, HMSA was named a top-tier public high school by Los Angeles Magazine in the fall of 2008 and a California Distinguished School in the spring of 2009. HMSA placed 57th on Newsweek's list of top 1,500 public high schools in the United States in 2008 and was awarded a Gold Medal as one of America's Best High Schools by U.S. News & World Report in December of 2009. HMSA is a Title 1 Academic Achievement Award school for the fourth consecutive year and was recently featured on CNN for graduating 97% of students and having a college acceptance rate that hovers around 65% despite being "in a neighborhood surrounded by gangs and in a state riddled with failing schools."

HMSA is committed to creating a challenging, rigorous, standards-based curriculum that will allow all students to attain proficiency in all core subject areas regardless of gender, ethnicity, primary language, or special needs status within a safe and cooperative learning community. Results of standards-based and authentic assessments are analyzed and made available to all stakeholders shortly after results are published, providing opportunities for accountability, reflection, recognition and future growth.

HMSA fosters a positive learning environment that produces critical thinkers, efficient communicators, self-directed life-long learners, and technologically skilled citizens who graduate with an appreciation for the relevance and understanding of civic responsibilities and knowledge of life skills. Students will use that knowledge to prepare for and to succeed at a university upon graduation.

To balance their academic lives, all students at HMSA may participate in extracurricular activities such as Associated Student Body (ASB); Gay Straight Alliance; Journalism; Key Club; Math, Engineering Science Achievement (MESA); Yearbook; CIF sports, including boys and girls cross country, soccer and volleyball, as well as softball and baseball.

The input and participation of all stakeholders is encouraged and valued through a collaborative process. All parents are strongly encouraged to complete 40 volunteer hours and may do so in a variety of ways. Parents are active members of the School Site Council and the English Learner Advisory Committee and have created a Parent Booster Club to raise funds for and to plan events that will enhance the experience of all students and staff at HMSA. The group serves as a liaison between the school and the community.

HMSA is accredited by the Western Association of Schools and Colleges through the 2013-2014 school year.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

HMSA students in grades nine through eleven are required to take the California Standards Test (CST) in English–language arts (ELA) each spring. The CSTs measure students' achievement of California's content standards. Students are also required to take an end-of-course test in mathematics in grades nine through eleven if they will complete the corresponding courses by the end of the school year.

The percent of students scoring proficient and advanced on the ninth grade ELA CST decreased slightly in 2007-2008 after three years of gains but remain well above the Adequate Yearly Progress (AYP) target of 44.5%. The trend is similar among all significant subgroups: Socio-economic/Disadvantaged; Hispanic; and African American. The size of the ninth grade class has increased each year as HMSA continued to expand. This has resulted in slightly larger class sizes. The increase also required that another English teacher be assigned to teach some sections of ninth grade English in 2008-2009. Ninth grade English is language-based whereas the second teacher's strength is literature.

The percent of students scoring proficient and advanced on the tenth grade ELA CST increased significantly from 2004-2005 to 2005-2006. HMSA was completing its second year of operation in 2004-2005 and added a new teacher for tenth grade who was teaching high school English for the first time. The scores continued to improve until 2008-2009 when they decreased slightly. The trend is similar among all significant subgroups mentioned above. As in ninth grade, proficiency rates remain well above the AYP target.

The percent of students scoring proficient and advanced on the eleventh grade ELA CST have grown steadily since the first year of available data in 2005-2006 and remain well above the AYP target. The gains continued even after replacing the original eleventh grade English teacher in 2008-2009. The proficiency rate for the Socio-economic/Disadvantaged subgroup decreased one percent that year. The Hispanic subgroup decreased one percent in 2007-2008 then increased four percent in 2008-2009. The African American subgroup increased two percent from 2005-2006 to 2007-2008 but was not a significant subgroup in the second or fifth year.

School-wide ELA proficiency rates decrease in tenth grade with some of the loss made up in eleventh grade. This is especially true for the African American subgroup for the years in which they are a significant subgroup but is not seen in the Socio-economic/Disadvantaged or Hispanic subgroups. More than half of these two subgroups are reclassified fluent English proficient students who received specially designed academic instruction in English upon entering public school. The percent of students scoring proficient and advanced in algebra at the ninth grade level have been inconsistent over the five-year period. Teacher turnover in math was a problem for the first few years. Analysis of end-of-course test scores revealed that students who demonstrated proficiency in algebra prior to the start of ninth grade scored significantly higher in geometry and Algebra 2. The average proficiency rates for those students were more than three times those of students taking the same courses in tenth and eleventh grade. The trend was similar for all significant subgroups. While there was only a one percent gain following the implementation of the Algebra 1 summer program in 2007, the percent of students scoring proficient and advanced in algebra 1 the following year nearly doubled. The program continues to be refined each year.

The five performance levels designated for reporting overall CST results are advanced, proficient, basic, below basic and far below basic. Students scoring at the proficient or advanced level are considered to be "meeting the standard." Each of the five performance levels includes a range of scale scores. When a student's scale score falls within the range possible for a given performance level, this indicates that the student has demonstrated sufficient knowledge and skills to be regarded as performing at that particular level.

Information on the state assessment system may be found athttp://www.cde.ca.gov/ta.

2. **Using Assessment Results:**

A variety of data is reviewed by all certificated staff, by students and parents on the School Site Council (SSC) and by the English Learner Advisory Committee (ELAC) to understand and improve student and school performance. HMSA staff meets with administrators prior to the start of each school year to analyze CST, Advanced Placement (AP), and national college entrance exams (SAT and ACT). Staff, students and parents analyze CSTs and the California English Language Development Test to develop a needs assessment, Single Plan for Student Achievement and annual evaluation of services.

State standards drive instruction at HMSA. Student mastery of these standards is the goal of instruction whether it is direct or differentiated, class or group discussion, guided practice, or independent leaning. HMSA uses Data Director as a tool for data analysis. Data Director is a database that can contain all the state and school testing results for each student. Data Director is used for quarterly and semester benchmark testing although some teachers use the program more often than four times per year.

Results from Data Director are used to assess what standards have not been mastered. Data Director generates not only school-wide results, but also class-by-class reports and individual performance indices. Once the data is collected, teachers analyze the results during common prep periods or at staff meetings to modify and differentiate instruction.

Results of standards-based assessments are utilized on several different levels. Standards-based benchmark assessments by subject area are being developed and revised to assist with the district-wide monitoring of standards-based instruction. The results of CSTs, California High School Exit Exam, SAT and ACT are used to target instruction in a mandatory College Preparatory class that every student takes each year.

3. **Communicating Assessment Results:**

Results of standards-based and authentic assessments are made available to all stakeholders shortly after official results are published, providing opportunities for accountability, reflection, recognition and future growth. Parents and students on the SSC and ELAC actively participate in data assessment with teachers and other school staff.

Parents are actively informed about state assessment results by the district within 20 days of receiving individual student reports. An invitation to HMSA's annual Standardized Testing and Accountability Report (STAR) parent meeting is included in the packet. At the STAR meeting, the individual student reports are discussed in depth and parents are encouraged to ask questions. Suggestions for student assistance are given as well. State assessment results are reported to parents and the community by local media.

Parents are informed of student progress via progress reports sent home at least every five weeks. Parents are required to sign and return the progress reports to the school.

Students and parents are encouraged to log onto the student information system, PowerSchool, at least once each week to access current grades. A link to PowerSchool is available on both the district and school website. Technology training is offered to parents who are not familiar with the system.

Students usually receive quiz and test results at their next class meeting as HMSA is on a block schedule. Results and proficiency rates are discussed in class. Data Director reports are posted in all classrooms.

4. **Sharing Success:**

HMSA continues to maintain an open door policy regarding inquiries and visitations by other schools.

HMSA hosted vertical articulation meetings with middle and high schools from both our district and neighboring districts with the goal of strengthening the overall math programs at all sites.

On-site visits by entire departments of local middle and high schools are not uncommon. The Spanish department from a local charter school came to observe and to discuss best practices due to the high success rate of our AP Spanish programs. One of the middle schools in the district sent their math department to observe in an effort to better prepare students for the rigors of HMSA. The same school plans to send their physical education department and administrative team to observe classroom management and instruction.

HMSA students teamed up with a local high school in another district to compete in a national robotics competition. Our students were able to share their knowledge of math and science and assist with the fabrication of the robot that ultimately placed first in regional competition with teachers and students from that high school.

Participation in Academic Decathlon and in Math, Engineering, Science Achievement (MESA) through the University of Southern California allows HMSA students to compete against students from many other high schools in the area. HMSA students have the opportunity to take community college classes in engineering and robotics, which allows our students to interact with college professors and students. These opportunities allow other schools the benefits of our rigorous college-preparatory program.

Articles published in the local newspapers and features by the local cable channel spread the word about successful HMSA programs. Accolades by national publications, such as Newsweek and U.S. News and World Report, and a recent CNN report highlighting the success of HMSA prompted a flurry of emails from educators around the country desiring to interview the principal or other school staff. HMSA staff is eager to share its successes with other schools.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

One of the strengths of HMSA lies in its culture of common focus on student success. The mission of HMSA is to create a challenging, rigorous, standards-based curriculum for all students, regardless of gender, ethnicity, primary language, or special needs status within a safe and cooperative learning community. The Academy seeks to provide vital knowledge to the next generation of graduates so that they become self-motivated, competent, life-long learners, who are ready to engage with the world. Students at HMSA are exposed to a rigorous curriculum designed to meet all state high school requirements and state university admission requirements. The Hawthorne Math and Science school's curriculum was designed to meet or exceed the University of California's A-G requirements. The A-G requirements are the list of courses a student must take to be eligible to apply to any of the school in the University of California's system, which includes UCLA and UC Berkeley. In reality, our graduation requirements exceed the A-G requirements. The HMSA graduation requirements are 4 years of English, 4 years of Math, 4 years of Lab Science, 3 years of Social Science, 3 years of Spanish, 1 year of Fine Arts, 1 year of College Prep Electives, 2 years of PE, ½ year of computers, and ½ year of health.

All teachers base their curriculum on the state standards and more specifically on the framework provided by the California Department of Education. The framework provides the template for specific instruction within each subject. As stated in the science framework, "Teachers should not be expected to be the composers of the music as well as the conductors of the orchestra." Standards drive the instruction, while the framework is the basis for all lessons and assessments. The philosophy of the school is similar to that presented in the book Good to Great by Jim Collins. The concept that good is the enemy of great is constantly discussed among staff and between teachers and students. We accept the fact that we have done a good job, but we embrace the fact that we need to improve to a level of greatness.

The Math courses currently taught at HMSA are Algebra I, Geometry, Algebra II, Trigonometry, Pre-Calculus, AP Calculus AB, and AP Calculus BC. The Science Courses currently taught are Biology, Chemistry, Physics, Anatomy-Physiology, AP Biology, AP Physics B, AP Physics C, and AP Environmental Science. The Social Science courses currently taught are US History, AP US History, World History, AP World History, Government, AP Government, and Economics. The English courses taught are English I, English II, English III, English IV, AP English Literature and Composition, and AP English Language and Composition. Currently, Spanish is the foreign language taught at HMSA. The Spanish courses taught range from Spanish I and Spanish for Native Speakers I to AP Spanish Language and AP Spanish Literature. The fine art currently offered are Visual Arts, Advanced Art: Painting, Advanced Art: Drawing, and AP Studio Art: 2-D Design. The college prep elective courses offered are Cultural Anthropology, Biological Anthropology, and Advanced Computer Graphics.

The expectations for quality work are constantly addressed-- work that does not meet the expectations or incomplete work is not accepted. School policy dictates no extra credit work. Both students and teachers are held to high expectations. The school mantras of "no excuses" and "seize the day" are emphasized on a daily basis throughout the school environment.

Multiple means of support are offered to ensure successful educational outcomes for all students, including English learners, economically disadvantaged, underachieving, gifted, and students receiving educational services. After school, tutoring is offered for most classes. Research and writing projects are assigned on a regular basis by the English department to promote higher order thinking skills and to challenge the gifted and talented. Peer tutors are assigned as necessary and all students are encouraged to help each other through collaborative and cooperative learning activities.

2b. **(Secondary Schools) English:**
(This question is for secondary schools only)

Hawthorne Mathematics and Science Academy offers a rigorous standards-based curriculum which emphasizes high standards and accountability, all students are expected to perform at a high level, regardless of gender, ethnicity, socio-economic status, limited language skills or special needs. All teachers in the department base their learning activities upon the framework provided by the CDE. The framework provides the template for specific instruction. State standards drive the instruction, while the framework is the basis for all lessons and assessment.

The focus is always on helping students build the skills and master the content required by the California Standards in Reading, Writing, Listening and Speaking, and Written and Oral English Language Conventions. The courses at ninth and tenth grades focus on literary elements and related informational readings. The eleventh and twelfth grades are organized chronologically and include authentic public documents and provide students ample opportunities to compare literature as required by the Standards. At all grade levels students cover standards in vocabulary development, reading comprehension, literary response and analysis, writing various types of essays, and listening and speaking.

All strands are fully supported with additional curriculum for the students below grade level. These resources include a work-text that provides student interaction with reading selections, designed to help students meet the California Reading Standards as well as, other resources which include alternative teaching strategies designed to remediate and reinforce lessons in Written and Oral English Language Conventions, and Writing, Listening, and Speaking.

HMSA teachers vary their instructional strategies; however, all teaching is geared toward active participation of the learner. When discussing either literature or expository materials a variety of informational sources are employed to help students meet or exceed academic standards. Beginning with simple comprehension type inquires, moving on to interpretative type questions, and following these with discussions where the learner is expected to synthesize the reading material regardless of genre. These discussions lay the groundwork for high quality compositions. Students compose essays that vary in length and genre including narratives, expository, persuasive, and research based arguments.

3. **Additional Curriculum Area:**

HMSA's students are involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results. For example in the subject area of mathematics the curriculum map (pacing guide) is based on standards provided by California Department of Education, it defines the contents required for students learning at a particular strand under the mathematic umbrella.

As part of the instructional program students are allotted adequate time within the learning schedule to collaborate; give their opinions; offer different techniques or understanding of the subject matter; construct meaning and elaborate on a particular topic which affords them additional opportunities to process the materials and devise the best way to ensure their success in each concept.

4. **Instructional Methods:**

Teachers use a variety of teaching strategies to accommodate multiple modalities of student learning, the use a variety of strategies in the classroom in order to engage all students and ensure that all learning styles are addressed.

When appropriate, teachers incorporate additional computer technology into their instruction through the use of tools such as online media, teacher websites, Data Director, and Online Courses. Teachers, staff and

parents help students succeed by the use of the administrator directed phone call home. Students who are not prepared are directed to the office on referral. This call allows the school to communicate missing assignments and low tests scores with the parents, encouraging all stakeholders to be involved in the learning process.

5. **Professional Development:**

The highly qualified staff at HMSA facilitates the achievement of the academic standards and the expected school wide learning result through a system of preparation, induction and ongoing professional development. The school regularly provides time for staff and departmental meetings. There is a professional development plan in place to support the teaching of the academic standards and ESLRs. Each teacher is provided with release time for professional development. All teachers at HMSA are highly qualified. All new teachers participate in BTSA for support and growth. The BTSA person is always available to provide support to all the new teachers assigned. All of the teachers have been to staff development programs that have helped their focus to become better teachers.

At present, all teachers are highly qualified by No Child Left Behind standards, and have been trained in how to provide instruction for exceptional children. Most teachers differentiate instruction in order to meet the needs of students. Evidence of differentiation is provided in class observations, student work and lesson plans. Gifted and Talented (GATE) students and More Capable Learners (MCL) are identified through standardized test scores and teacher recommendation. These students are provided enrichment opportunities via the Honors and Advanced Placement courses mentioned above. GATE students also receive enrichment in regular classrooms via the differentiated instruction practices used by various teachers. Several teachers have attended the district trainings and have received their certificates in the strategies of meeting the academic and social-emotional needs of these students. A District GATE specialist is available as a resource and conducts professional development leading to GATE certification, as well as four parent information seminars each year. The staff is aware of the need and is currently working toward having every teacher certified as a GATE teacher.

The school provides several opportunities for staff to collaborate and focus on curriculum development and content standards based on evidence provided on student achievement on academics and ESLRs. All staff is encouraged to go to staff development programs that will help their specific instructional responsibilities, i.e. GATE, AP conferences, and English Learners conferences. Each department has the opportunity to take 2 days a semester and work on department curriculum, visit neighboring schools and/or take in conferences and presentations.

6. **School Leadership:**

As a school leader one of the essential goals of academic excellence is to ensure that students are challenged to the highest expectations. The goal is accomplished through the leadership role of the principal, who monitors classroom instruction and assists in improving their teaching. Instruction is effectively evaluated on a consistent basis and assistance is provided to teachers as they work to improve their instructional techniques. Our staff shares a vision that is constantly revisited with all stakeholders and within the school community. Our program success is geared toward implementing new organizational structures that engage teachers in shared decision-making, resulting in more commitment to the improvement of instructional practices through shared input.

As an educational leader, the principal must know the program, the teachers, the classes and the students. Observations, evaluations and conversations are the keys to success. We must collect data, both by assessment and by interpretation, and use that information to help us build a better program. The principal must always remember that we are here to help students succeed. In helping them succeed we must review, revise, reflect and rebuild.The Principal's interactions with parents and community members include working with parents

when disciplinary issues arise, when students are not succeeding academically, and when parents have concerns. The Principal has a valuable relationship with all stakeholders as he interacts with parents who serve on school advisory boards, parent/teacher organizations, and booster clubs on a consistent basis.

As the chief marketing and public relations officer for a school, a principal must understand his or her stakeholders. A school is a reflection of the community. The desires and dreams of those constituents must be reflected in the academic, social and extracurricular calendars of a school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: CAHSEE

Edition/Publication Year: State Testing & Accountability Publisher: California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	99	96	96	
% Advanced	0	0	0	0	
Number of students tested	150	136	132	105	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	99	97	96	
% Advanced					
Number of students tested	118	115	90	69	
2. African American Students					
% Proficient plus % Advanced	100	100	91	93	
% Advanced					
Number of students tested	20	13	22	14	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	100	99	97	96	
% Advanced					
Number of students tested	96	100	93	72	
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	0	0	1	
5. Limited English Proficient Students					
% Proficient plus % Advanced				79	
% Advanced					
Number of students tested	6	5	8	14	
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

The state does not give percents for passing if the sub-group is less than 10. Thank you.

Subject: Reading Grade: 10 Test: English Language Arts

Edition/Publication Year: Standards Test Publisher: California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	75	79	69	66	44
% Advanced	35	40	28	30	20
Number of students tested	150	135	134	105	109
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	69	78	70	66	43
% Advanced					
Number of students tested	118	115	92	67	86
2. African American Students					
% Proficient plus % Advanced	80	85	67	57	44
% Advanced					
Number of students tested	20	13	21	14	27
3. Hispanic or Latino Students					
% Proficient plus % Advanced	68	77	67	67	39
% Advanced					
Number of students tested	96	100	95	73	71
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Every year 10th grade students in CA take the CAHSEE. The exam is in March and results are released in May, usually. Below is the results in the ELA portion of the exam by year.

English Results Only

March 2006 Number Tested 105 Percent Passed 97%

March 2007 Number Tested 132 Percent Passed 95%

March 2008 Number Tested 136 Percent Passed 100%

March 2009 Number Tested 150 Precent Passed 96%

Subject: Mathematics Grade: 11 Test: Algebra 2/Summative

Edition/Publication Year: Standards Test Publisher: California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	38	32	27	13	
% Advanced	5	7	3	0	
Number of students tested	120	121	86	90	
Percent of total students tested	100	100	100	95	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
HMSA did not have a junior class in the 2004 - 2005 school year. The data listed here is combination of the 11th graders who took summative or algebra II California Standards Tests. Subgroup Data is included in the attachments emailed to Aba S. Kumi.

Subject: Reading Grade: 11 Test: English Language Arts

Edition/Publication Year: Standards Test Publisher: California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
% Proficient plus % Advanced	76	72	71	68	
% Advanced	38	23	31	24	
Number of students tested	121	121	85	94	
Percent of total students tested	99	100	98	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	76	77	66	56	
% Advanced					
Number of students tested	106	79	53	72	
2. African American Students					
% Proficient plus % Advanced	0	78	0	76	
% Advanced					
Number of students tested	0	18	0	17	
3. Hispanic or Latino Students					
% Proficient plus % Advanced	72	68	69	53	
% Advanced					
Number of students tested	93	87	58	68	
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
There was no 11th grade students at HMSA in the 2004 - 2005 school year.

Subject: Mathematics Grade: 9 Test: Algebra I/Geometry

Edition/Publication Year: Standards Test Publisher: California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	51	41	41	62	43
% Advanced	15	15	10	18	12
Number of students tested	176	160	144	137	125
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
These results are a combination of Algebra I and Geometry results for the California Standards Tests.
Subgroup Data is included in the attachments emailed to Aba S. Kumi.

Subject: Reading Grade: 9 Test: English Language Arts

Edition/Publication Year: Standards Test Publisher: California

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	76	79	85	79	65
% Advanced	35	38	49	38	30
Number of students tested	177	162	148	137	125
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	75	68	79	77	60
% Advanced					
Number of students tested	144	90	62	100	95
2. African American Students					
% Proficient plus % Advanced	74	90	89	87	81
% Advanced					
Number of students tested	19	20	18	23	21
3. Hispanic or Latino Students					
% Proficient plus % Advanced	76	73	82	76	64
% Advanced					
Number of students tested	132	108	108	94	78
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: